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ABSTRACT

This conference was concerned with academically disadvantaged students in the community college. Twenty-three states and the District of Columbia were represented by 200 conference registrants. Designed primarily for institutions having few or no programs for academically disadvantaged students, the conference covered each segment of the special service program--reading and writing laboratories and a learning resources center--offered at the host institution. Sessions were also conducted to illustrate developmental mathematics and experimental testing and guidance programs. Three decisions were made at the conclusion of the conference: (1) there should be a follow-up conference, (2) a national center for data about programs for the disadvantaged should be established, and (3) there should be a permanent association concerned with assisting high risk students. Also included in these proceedings are a summary of responses to a questionnaire by participating registrants and discussions on: (1) the need for commitment to high risk education, (2) communication difficulties encountered by the educationally disadvantaged, (3) problems surrounding financing instructional hardware and other grantsmanship concerns, and (4) program planning requirements. (AL)

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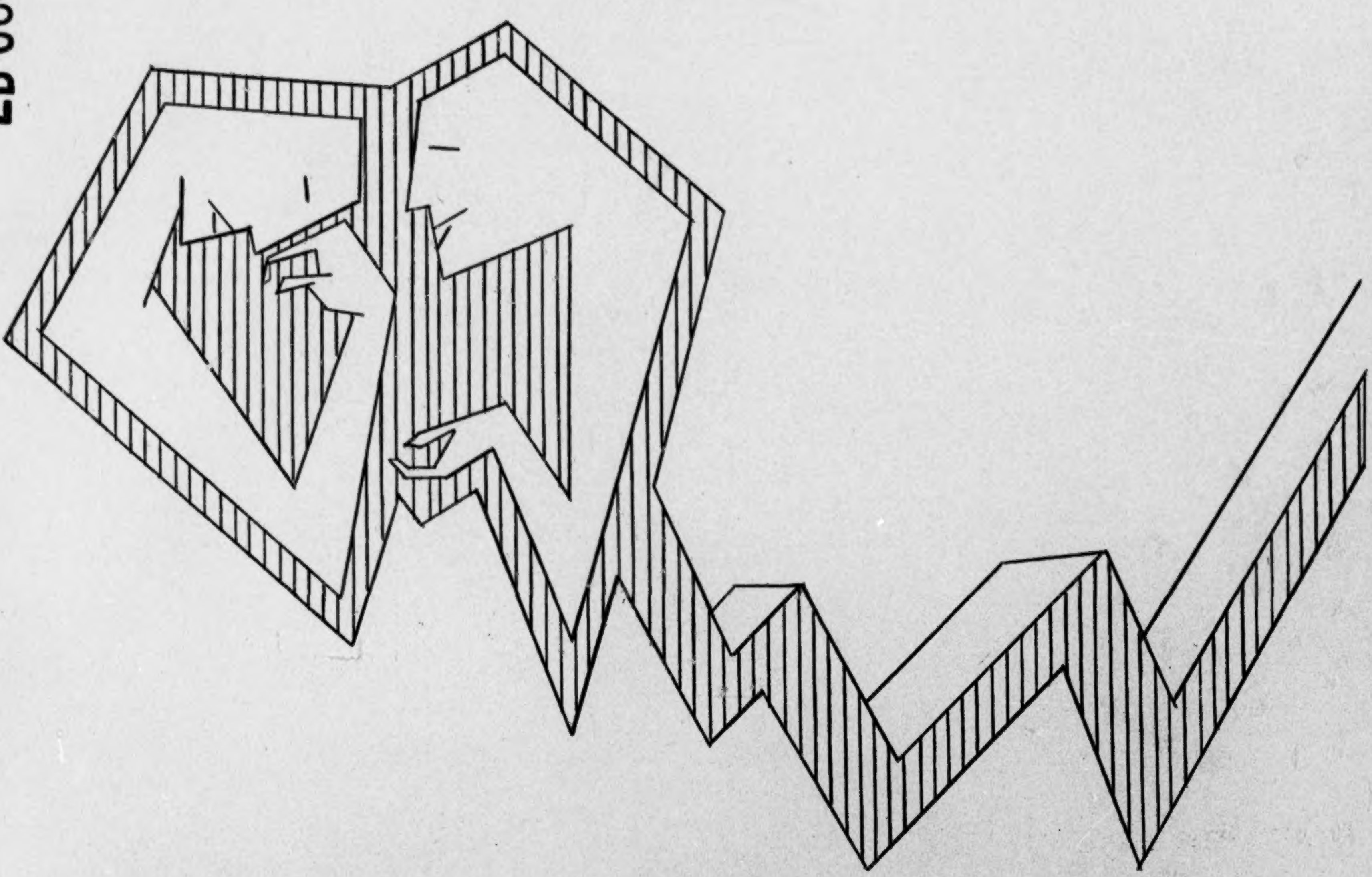


Conference Proceedings

Intensive Care for the High Risk Student in the Community/Junior College

ELIZABETHTOWN
COMMUNITY
COLLEGE

January 27-29, 1972

JC 720 085

UNIVERSITY OF CALIF.
LOS ANGELES

APR 27 1972

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

SUMMARY OF THE CONFERENCE PROCEEDINGS

The high degree of interest in programs for academically disadvantaged students in the Community/Junior College exhibited at the January 27-29 High Risk Conference in Elizabethtown, Kentucky, demonstrates once again both the sincerity with which many two-year institutions hold their "open door" admissions policy and the effort being exerted among them to formulate and improve programs to serve students with poor prognoses for success in traditional college classes. Twenty-three states and the District of Columbia were represented by 200 conference registrants, including faculty members, administrators, and specialists in both innovative teaching techniques and Federal programs available to serve the high risk student.

Of special interest and some surprise to the conferees were the opening remarks of Dr. William Shannon, Associate Executive Director of AAJC, who indicated that 80% of the Nation's community/junior colleges have not yet moved in the direction of providing special programs for less able students: "If your college has designed a special curriculum for the low achieving student, it is one of the 20% of all institutions so operating. If you programs are decently successful you can move to the head of the class."

Designed primarily for institutions which presently have few or no programs for academically disadvantaged students, the Conference included sessions covering each segment of the Special Services Program offered at the host institution, Elizabethtown Community College, one of the twelve two-year colleges operating under the aegis of the University of Kentucky. Over the past several years, Elizabethtown Community College has reduced its probation rate from 27% to 10% by developing writing and reading laboratories and a learning resources center for voluntary use by students with learning disadvantages. With funds provided primarily by the Bureau of Vocational Education in Kentucky, the College provides these services free to all students on campus and to all post-secondary students enrolled at the Area Vocational school which is located adjacent to the campus.

In addition, sessions were conducted illustrating the developmental mathematics program at Columbia State (Tennessee) Community College and the experimental testing and guidance program under development at Wayne County (Detroit) Community College. In these sessions, as in those demonstrating Elizabethtown's program, participants had the opportunity for discussion not only of the philosophy behind various aspects of the programs but of the practical, day-to-day operation of them as well.

Dr. William Moore, Jr., author of Against the Odds and other books dealing with the high risk student, challenged the administrators of the 65 institutions represented to look at their budgets before espousing dedication to programs for high risk students: colleges which pay for these programs as they do more traditional academic programs can claim honest committment; those which use "soft" money (temporary State or Federal funds) demonstrate their lack of genuine concern. "Most community/junior colleges are still spending 90% of their hard cash on 12% of the students - those who transfer to four-year institutions. The remaining 88% of the students, including those with learning disabilities, have to get along on the remaining 10% plus any "special" funds which can be obtained temporarily."

The matter of funding was addressed by Dr. Robert J. Leo, Director of Special Services and Government Relations for the Dallas County (Texas) Junior College District, and by Dr. Marie Martin, Director of the U.S.O.E. Office of Community College Education. Dr. Martin pointed out that over 100 sources of funds for community/junior college programs exist within the Federal Government; for example, "...while Title III (Developing Institutions) has only a little over $8 million, the Endowment for the Arts $24 million, the Environment Education Agency has $11.2 million, and National Science Foundation is beginning to open up for community college funding."

Dr. Leo's presentation illustrated visually the steps involved in developing proposals for funding, emphasizing the importance of involving representatives of the total college community early in the planning: "In program planning, whether it be for a single course or a total program, involvement of an entire college is very critical to respond to the needs of our people: our students, our faculty, our administration, and our board members." Dr. Leo further insisted that we should not be developing programs to meet the needs of a funding agency, but instead to meet the needs of our own colleges.

The conference concluded with a general question-answer session in which participants could confront the program specialists with queries, rebuttals, observations and recommendations. Points which seemed to represent a large consensus included the following:

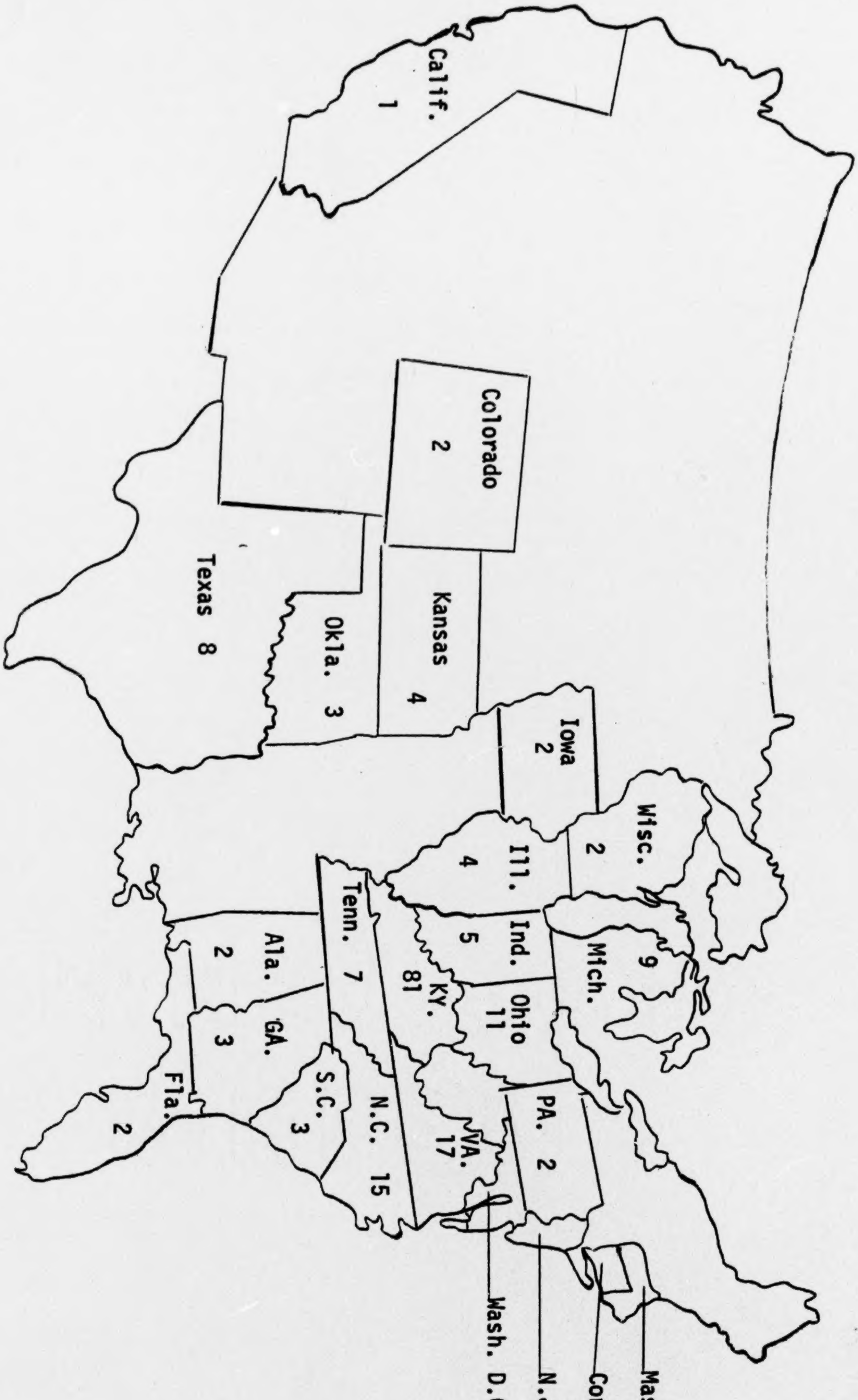
1. A follow-up conference six to eight months from now would be well-attended; participants would like to get back together after they have had the opportunity to implement on their home campuses some of the techniques and ideas gleaned from this meeting.

2. A nation-wide clearing house for data about programs for disadvantaged students whould be created. (The Elizabethtown Community

Conference booklet and proceedings have been forwarded to ERIC at U.C.L.A. and the AAJC library in Washington, should additional copies be needed.)

3. A permanent association should be established which would organize annual conferences and distribute monthly newsletters to keep educators abreast of progress in ways of assisting high risk students.

4. "Southern hospitality" is alive and thriving, at least in Elizabethtown, Kentucky.


Calif. 1
Colorado 2
Kansas 4
Okla. 3
Texas 8
Iowa 2
Wisc. 2
Ill. 4
Ind. 5
Mich. 9
Ohio 11
Ky. 81
Tenn. 7
Ala. 2
GA. 3
Fla. 2
S.C. 3
N.C. 15
VA. 17
PA. 2
Mass. 3
Conn. 2
N.J. 5
Wash. D.C. 7

THE 200 REGISTRANTS REPRESENT 23 STATES AND THE DISTRICT OF COLUMBIA.

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QUESTIONNAIRE SUMMARY

RX: Intensive Care for the High Risk Student in the Community/Junior College.

In order to assist us in evaluating the Conference, we asked each participant to respond to the following questions. Responses from the Elizabethtown Community College participants are not included in order to avoid weighting the percentages in favor of those who were responsible for the Conference.

1. How much of the Conference did you attend? Thurs. 75% ; Fri. 98% ; Sat. 60% .
2. Please evaluate the General Sessions: Good 70% ; Fair 28% ; Poor 2% .
3. Please evaluate the Group Sessions: Good 41% ; Fair 40% ; Poor 19% .
4. Does your campus presently have any special assistance for high risk students? Yes 92% ; No 8% .
5. Has this Conference provided you with the kinds of information you need to initiate or improve your college's assistance to high risk students? Yes 80% ; No 20% .
6. Additional Comments:

The Conference planners wish to thank those who took the time to add comments. These ranged from: "I learned more at this Conference that will help me than I have anywhere for a long time." to: "I'm sorry to be so harsh, but this is one of the worst conferences I have attended in years." to: "Elizabethtown Community College is to be highly commended on attempting the difficult job of planning and pulling off the first major national meeting for discussion of the problem of working with high risk students."

Some specific suggestions were extremely cogent and helpful. To all of you who helped us look objectively at our work, many thanks!

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January 27, 1972

A COMMITMENT TO INVEST IN HIGH RISK EDUCATION

When I accepted the assignment to speak at this conference, I was prepared to discuss some college success stories, review some of the literature and suggest a few practices that might be of interest as we explore the problem of meeting the special needs of the "high risk student". For many years we have talked a great deal about the mission of the community junior college, its concern for people, its interest in service to the community, and its flexibility to meet changing educational conditions. It seems like such a little step in logic to move from this philosophic base to a treatment of the "high risk student". Providing tailor-made services to a particular clientele is supposed to be a normal game plan. Our colleges are geared to the open door concept and, consequently, have a mandate to serve all citizens.

So it is most natural to move to the following proposition: that, since community colleges exercise an open door admissions policy and, since community colleges provide educational services to meet current community needs, it follows that community colleges admit high risk students and provide them with necessary educational services. Right? Wrong. At least in most cases--like 70 to 80 percent of the cases. Most community colleges have yet to move in the direction of providing special programs.

It is easy to speak the rhetoric and to read the books, but the practice falls short of the theory.

You know that or you wouldn't be at this conference. And my job is not to preach a sermon about the lack of religion to people who have come to the church.

My aim is to suggest some questions for the purpose of focusing attention on a few important points that deserve further consideration.

If your college has designed a special curriculum for the low-achieving student, it is one of the 20 percent of all institutions so operating. If your programs are decently successful, you can move to the head of the class.

Let's examine the situation. First, in good pedantic fashion, let's look at the terminology.

What do we mean by "high risk students"? Who could have invented that term? It sounds like a military phrase describing a combat situation. Risk denotes hazard or peril. Is that a term to apply to a student? I would suspect that that is not what we really mean, but it is so easy to use the words. Unfortunately, words can trip us up. They can set the tone of an enterprise so that subconsciously we act one way, whereas if different words were used, we might act differently.

If we wanted to concentrate on the colleges' teaching mission, we might use the term "high opportunity student". Any teacher who wanted to accept the challenge of working with the low-achiever has a terrific opportunity to help move the student from way down the ladder all the way up.

I would suggest that there is even some logic in reserving the term "high risk" for the most able students since to fail them would entail an immediate loss of talent and energies already blossoming. The loss potential is high, therefore, the peril to society is high even though the probability of the college causing damage to the able student may be low.

It is not essential to stress semantics much further to make the point that words reflect attitudes, or can affect them, and that it is unfortunate to identify "less able" students officially, or otherwise, as "high risk". A more positive label would better match and would be more appropriate to the work your college currently engages in or plans to do in the future.

Let me turn to another aspect of the conference topic: the identification and the recruitment of "less able" students.

It takes little energy and poses no threat to play it passively and wait for students to show up on our college doorsteps. In most states, community colleges are obliged to treat with all students who materialize before them. Some colleges do a good job with students of all ability levels who drift in. A number of colleges within that 20 percent go further and actively search out all potential students, adult and young adult, in their respective communities. Outreach programs in various forms constitute some of the most exciting and rewarding educational efforts in the field.

In Los Angeles veterans who are students are most effective in recruiting fellow veterans into college programs and then serving as their tutors. This approach has been most valuable in communities such as Cleveland, Ohio, where minority students receive special attention and encouragement to help them get into college.

In this instance, and in others you can add, the objective is to remove the identifiable barriers that prevent individuals from seeking higher education.

A college can consciously work at breaking those barriers or it can be passive and wait for students to come to it.

Among the roadblocks to college are geography, finance and motivation. As states build up community college systems and place institutions within commuting distance of more homes a major barrier will be removed in the community college field. Futher, we are all conscious of the need to provide low or no cost education because over the years, our clientele has represented many of the low-income groups of the nation. And we are familiar with the concept of motivation because the colleges' mandate is to reach and teach individuals from families and groups who traditionally have not been impelled to go to college.

On the surface, then, we can truthfully say barriers to education are familiar to the field and genuine efforts are made to overcome them. Despite this fact, I would suggest we have not performed half as well as we might in removing or cutting down barriers to higher education--particularly for those persons who are most sorely affected by geographic, financial and motivational problems--the rural low-income students.

Because so many of these often-neglected individuals might be categorized as "high risk"students, I would like to review some elements related to the colleges' conceptions of their service roles and the problems we face in this country in equalizing educational opportunities.

The deprivation of the rural low-income student is similar in many respects to that of other disadvantaged persons. A concentration on one group has implications for others.

What concerns me is not the perfecting of education for one group of "high risk" students but more, are we reaching all the students who are nearby who can benefit from this specialized approach?

Many colleges are already doing a credible job with and for the poor so we're not starting from scratch. However, if we aim to be more effective, we have responsibility to study the national and regional situations very carefully. First of all, we must be honest with ourselves. American education has much to learn about how to identify, and how to identify with, low income people. This is especially true in the rural areas for several cogent reasons.

Many rural poor families are not very visible nor are they themselves familiar with the world of higher education. Only a few months ago, a community college in the Southwest suddenly discovered that over 10,000 American Indians, many categorized as low income, were living in its district. This may be an extreme example, but as this conference proceeds, you will probably uncover situations almost as bad. Of course, one major reason given by many colleges for not getting more involved in the education of the poor is lack of finances. But the problem goes beyond that.

During the past decade the mass media has focused considerable attention on poverty in this country, but higher education itself has had to be prodded and pushed before it accepted as much responsibility as it has in the fight on poverty. Some of the recently established programs of university open admissions or special education are cases in point. Of course, there are some notable exceptions, among them, Alice Lloyd College in Kentucky, some of the land-grant institutions, and several colleges located near Indian reservations. But generally speaking, the people working in higher education, administrators and faculty alike, have not been prepared or oriented through their own life experiences or in their graduate preparation to recognize and to work with individuals or families who are strapped down to an existence at poverty levels.

Some years ago, when I first read Michael Harrington's The Other America, a book on poverty in the United States, I was impressed with his description of how the poor in our generation are hidden from sight. In practically every urban area, modern highways skirt the poorer and uglier sections of the cities, or make it easy for the motorist to speed through them. In the mountain sections, such as Appalachia, countless poor families are holed away in the hills and hollows out of sight of the general tourist trails. And unless a person makes a special effort to visit some of the Indian reservations, he or she is unlikely to comprehend the actual conditions existing there. It is interesting to note that the building of roads into and throughout Appalachia is one of the high priority projects of the government.

Aside from the physical isolation which separates some of America's most deprived families from us, there is a more subtle yet cruelly effective screening device that keeps the poor invisible. That is the inability or unwillingness of many people to recognize the signs of poverty or to accept them for what they are. This psychological turn-off may be conscious or unconscious but its ramifications are one and same. We are not moved to action.

We have all seen people who will commiserate--and rightly so--with the plight of the poor Asians or Africans, and who probably make contributions to church or other programs to aid these unfortunates, but do not identify at all, or recognize, the poverty in their own neighborhoods. It's psychologically less threatening that way, and it's easier on the conscience. As a nation we have only recently begun to wage an official major war against poverty.

This conference can help community colleges begin to put it all together--the intellectual retionalization of need, the stimulation of interest and the formulation of cooperative programs of action. Poverty conditions, especially those affecting families over several generations cannot usually be changed by any single agency or approach. However, the college that makes special efforts to help low-income persons will find many allies willing to assist. In fact, tremendous work along these lines is underway, and the job will be to join these efforts together.

Often low income families need special dental and medical services, adults may need literacy instruction, children may need remedial education, particularly in basic skills. In addition, legal counselling may be called for. The rural poor, no less than the urban poor, are often victimized by high interest rates and contract negotiations which take advantage of their ignorance. The whole cooperative movement was developed to help farmers economize and to learn to manage their accounts on a business-like basis.

The various divisions of the Department of Agriculture have played leading roles in assisting farmers in soil conservation, food production, and many other areas. The publications produced by the Government Printing Office to serve rural areas are phenomenal in both quantity and quality.

Despite all these works and those of many other agencies, the poor still exist in great numbers often ignored and often hardly conscious of the existing flow of services issuing from these various sources. In fact, there is considerable evidence showing that the dollars invested in rural communities ostensibly to benefit the poor often end up in the bank accounts of the non-poor and of those persons smart enough or in a position to take advantage of the new flow of cash.

Recently, there have been a number of articles in the press about these situations. Some reports come from the government itself, some from actions of public-minded young law students who are studying governmental operations and their effects on the citizen-consumer.

(Speaking of lawyers, did you know that there are fewer than 10 American Indians in the private practice of law in this country? Its a shameful situation.)

What I am trying to suggest is that the community college may be in the best position to serve as a coordinator of services to the rural poor, or at the least, be a major partner working with other agencies.

As I mentioned earlier, many and various programs have been established by governmental and private agencies to ameliorate the living conditions of the poor. Some of these deal with the outward manifestations of poverty such as the welfare programs that provide cash or food for immediate and often urgent needs. Other programs offer job training to help an individual earn more money in the employment market. There are scholarship and student aid programs such as the Educational Opportunity Grants (EOG) and work-study programs.

The Office of Economic Opportunity (OEO) has spawned and sponsored numerous pilot and demonstration projects in the hopes that the successful ones will be picked up by other agencies on a more permanent basis.

Many of the federal programs such as Title III of the Higher Education Act and the Vocational Education Act give high priority to low-income persons.

The main frustration comes from the overriding fact that the dollars available never seem to meet the needs. State and local financial resources seem stretched to their limits so we will have to rely to a considerable degree on the federal government for continuing support. To get this support and to have it continued in the future requires positive political action and awareness. Congress, I am convinced, is ready to listen to the community college story especially if it can be demonstrated that this institution can become a viable delivery system or co-ordinator of services benefiting all segments of society, and especially the poor.

But we have some monumental problems to face and to resolve before we can say we are doing the job. Not the least of these is to gain more sophistication and understanding about the problems of the poor. We need information about poverty conditions and the effects they have on human beings, psychological as well as physical. We need imagination in shaping suitable programs. We can't be bound by past practices and assume we are working with the motivations, and the sets of values of many other students.

We even need new vocabularies and certainly some new insights. Above all, we need to concentrate on individuals, not classes of people. In workshops held this year on this topic, under AAJC auspices, the message came through loud and clear, especially from the low-income students themselves: Personal interest and contacts with faculty and counselors--the human touch, with real empathy and understanding--are the keys to a disadvantaged student's success, even more than educational technology.

Aggressive recruiting, testing for diagnosis only, human potential or group counseling, peer counseling and tutoring, and individualized instruction go together to create a breakthrough for all students. And what enables the low-income student to succeed helps all students, fast and slow, urban and rural.

This conference then is coming to grips with questions that reach to the heart of what education is all about--for everyone. You're on target.

The programs and the discoveries that have their genesis here can make the community college commitment a reality.

REMARKS PRESENTED TO THE
"CONFERENCE ON THE HIGH RISK STUDENT"
ELIZABETHTOWN COMMUNITY COLLEGE
JANUARY 28, 1972
by
DR. WILLIAM MOORE, JR.

Good morning!

On my seventh grade record there is a line that says uneducable. Literally! I didn't discover that until three years ago because I too said I was whatever "disadvantaged" means. I resist that term because I don't think that there are any "disadvantaged" people. Perhaps there are.

One thing that conferees and workshoppers and other such types (and those of us who are in education happen to be those types) expect from workshops, meeting like this, are perhaps formulas or panaceas or answers or plans or some kind of demonstration. We look for models. But I'd like to take an overall view of who these students are, what they do, how we can perhaps identify them just a little; to consider some of the places where we can find something going on; to look at the totality of the situation.

First, they come into an institution that ostensibly is "open-door." Really, it's not. That's the first game that you start playing. I don't know of but one open-door institution in the country and that's Central Piedmont in North Carolina. That's about the only truly open-door institution that I know about among the community colleges, and there are now one-thousand thirty-eight. So one/one-thousand-thirty-eighth of our institutions are completely open-door. Now I will say that the door to most community colleges will permit people in, but the curriculum will keep them out.

We always end up in meetings like this being negative if we're going to get any response, and we always end up with education as a whipping boy: and I suspect it deserves the beating most of the time. I suggest, as we deal with students, first you define what "open-door" is in no uncertain terms. Don't say, "Yes, we will accept you, but this institution reserves the right to check your cognitive behavior in order to see at what level you perform." That's stuff! Students know it right away.

I think that as you deal with all students you should define the minimum content. First the content, then the minimum content that a student needs to have if he's going to be able to function in the institution. Tell him what you want him to know and how much he has to have. Until we do this, they will never buy what you say. For example, anybody here know anything about the nursing program? You must make up three-hundred fifty beds in order to learn to make a bed? Why. Because it's traditional. (And anyway, nurses don't make beds. Somebody else does it.) I think minimum requirements that are necessary these students need to do. I would suggest that as you start dealing with many of your programs, you look at certain places. Go. Develop an ombudsman; I'll tell you why shortly.

But let's take a look at the student. Let's define what we mean (and you can well define it.) We know about his eating habits and sleeping habits. We have studied his self-concept, his intelligence, his social behavior, his learning problems, his learning styles, his home life, his attitudes, his physical growth, and his language. Now this is what we have done with the so-called "disadvantaged" student over the last ten years. We've labeled him "culturally disadvantaged," "culturally deprived," "culturally different," "low-social economic," "drop-out," "core city," "city," "inner city," "ghetto student," "lower class," "marginal," "high risk," "culturally distinct," and "non-motivated." Whenever we don't know how to answer a question about him, we give him another label. These are the students that we're talking about at this conference. But we have given attention to him. We have prescribed all kinds of things: remedial work, English as a second language, cultural enrichment, community schools, learning centers, reading clinics, Late Start, Upward Bound, Head Start, you name another. We have had NDEA, PWDI, EPDA, ESEA, and $5 billion dollars later these students are basically not much better off that they were in 1962 when all this was getting started. And that's too bad!

The one good thing I do see is that six years ago if we'd called a meeting together of people who were working with the high-risk student we'd have been lucky to have twenty people. So some changes have taken place.

But what has happened out of all these alphabets is that we who teach and the students who are supposed to represent the middle class have gotten the greatest value out of all of it. Most of the money that was supposed to have been spent for the disadvantaged youngsters has in fact been spent more in suburban areas than in the inner city, more on middle-class youngsters than on those who are supposed to be culturally deprived. We have said we understand the problem; at least we recognize it: it is the home. It's the family. It's what he reads, if he reads; the language that is spoken. The educational material in the home. Discipline. Class status. To much record keeping. The parents. The fathers or the fatherless home. "He doesn't have a father in the home; therefore, he can't read." This is the way it sounds.

We have talked about innovation and we look for it. We talk about creativity; I don't know what it is. We talk about priorities, and other people make them. We talk about challenges; I've been in education twenty-one years, and I can't think of one we've met yet. (I'm sorry, we did send a man to the moon.) Someone talks about accountability, but we shut up right quick when he mentions that. Relevance becomes a problem. Dissertations in colleges abound: there are eighteen hundred dissertations on culturally deprived students, six hundred in the community college area. Many of them have models that are "foolproof" to solve the problem, but the problem's gotten worse. In the average four-year college, we lose seventy percent - seventy percent of all the students who come in under these special programs. In the community college it's not quite that high, but for different reasons.

We have experts all over the place when we're talking about this particular group of students. You see, we haven't even gotten down to talking about what they need. We're just talking about the conditions that surround them. If you're black, you see, you're an expert on the culturally deprived: Immediately! If you're white and you spend a summer in the ghetto, by the time the leaves fall you're an expert. We've involved ourselves in seminars, symposiums, conferences, panels and workshops until they're coming out our ears. You've probably been workshopped to death. What can I say here you haven't heard many times? Really nothing. So speakers don't really give you information. They make you angry of stimulate you, but they don't give you much information, because you've heard it all. You ought to calloused by now.

But let's look at the institution, because I don't think you work with the student in the classroom per se or alone. You have to be working across a complete spectrum of the educational experience, the social experience, the environmental experience, the community experience. For example, students who come to school have to be admitted. And admission is a very important thing, you know; how does your registrar feel about it or your dean of admissions? What's going to happen to your standards? The first thing they ask for there is a social security number. You know, that's a part of registration. Now if you don't have a social security number you can't register. All right, it's the last day of registration. That's when this student comes, isn't it? On the very last day: The last hour. And you say, "You need a social security card before you register." So he runs down to get the social

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security card which he won't get today. By the time he comes back, he's late for registration. It costs more money to register late. He can not get what he might have gotten; some classes are closed. All of this trouble occurs because the system is more important than the function it is supposed to serve. There's a whole series of things that go on like that. Wouldn't it have been better to say, "Registration is not complete until we get your social security number," rather than make the student the victim? But then we do things so traditionally.

This morning I went to the Registrar's office at this College and asked, "May I see your catalog?" They gave me a catalog, and catalogs are interesting kinds of things. They tell you all the ways to fail and no way to pass, usually in the first ten pages. Now the reason I'm telling you that, one of the problems of working with high risk students, or students who have not performed, is providing them with information. And how often do you provide it? Daily. It's like dusting. You do it over and over and over and over. Here's a catalog that we developed in one college. And what we did (by the way this is a prototype of it) we put the central information there: the calendar, the calendar is there. Why is that important? He can put it in his pocket. Then the other kinds of things; I took this from your catalog: University of Kentucky organization. You see, that's in the catalog. The educational objectives: those are in the catalog, as are the program offerings. Now if I had a pocket-sized catalog, I would say, "Well, you'll have to find this

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other information somewhere else because you can't get it all in here." Career programs and so on, or admissions: it says here, "A transient or visiting student must meet the same requirements as an applicant for advanced standing, etc., etc., etc." That comes directly from the catalog. But you see how small a good catalog is? The student can carry it in his pocket. But better still, you should put those critical dates somewhere; why not put them on a little piece of plastic? You know, the same kind of calendars you get from the insurance company and other places: then he can put it in his pocket and get rid of his excuses. That's a simple enough thing to do. Or make your catalog that size. Put all of the information that he needs in it, and he can put it in his wallet. You're taking away his crutch of not having the information; he can put it in his wallet; he can refer to it daily. Little things like this don't require innovation - nothing innovative about that. You've just diminished the size of the catalog. You take out all he doesn't need to know : if he's a first year student, then he doesn't need to know all the things that go on in the second year. If this kind of thing is done well, these pages will come loose, and the one that he needs to deal with he simply takes off, takes it off and puts it in his pocket, only the one that he has to deal with. Okay. So that's one way - providing enough information.

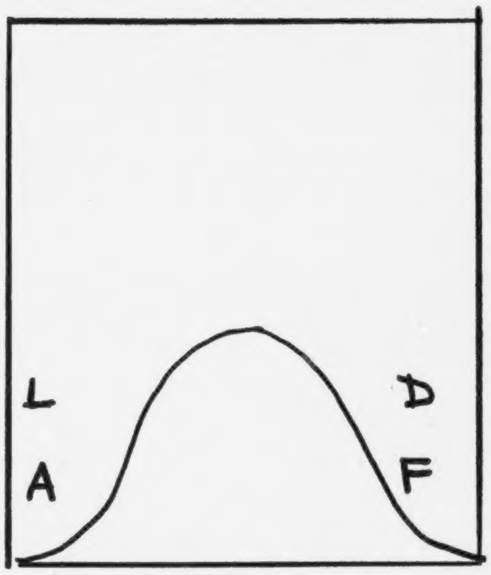
The system that we use in dealing with all students is a competitive system, not an accomodating system. Our system works vertically, in a straight line. Those that don't move that way have a problem. Why couldn't it work another way? You know, why not develop an accomodating system? We should have something for everybody, or for a lot of "somebodies" (everybody is somebody). I think those of us who run the system are still hung up on it. In spite of the fact that we say, "It should be all these kinds of things," we're still hung up on it.

We've not been taught to deal with the students who are "non-typical." In the first place, I don't know any such student. All students are typical where they are. They're only non-typical in relation to somebody else that fits the mold that you understand. And all this surrounds part of the reason I think the student isn't learning well. The students would insist to you that the system lacks logic. There is no real consideration of learning styles, as the students frequently say. The system is designed for one type, and the tests are a mystery. To test them, we give students a mystery. Now if we develop good objectives, that's not true. But there's rarely any place for individual differences. Look at your own programs. I would be willing to bet you that ninety percent of your programs are funded part-time through the back door, or by soft money or in some similar way. Almost none of them are funded as a direct part of the college. And the catalog here didn't even include that. Oh no, I'm sorry, developmental programs had different course numbers. In most of the catalogs, you know, the programs are not even included.

The students suggest we have large blocks of information that lead to really nothing. We're back to the nurse making beds again. The tradition of what the student has to do bugs him. We have English 101. Do you really need English 101? English 101 and Math 101 lose more students than any other two courses in a college curriculum, good students as well as bad students. Have you ever tried to get rid of either course?

The lack of logic is found in other ways. You can go into a room and see wonderful kinds of travel posters and artifacts of places all over the world, but the student will not know the people who live on the other side of town, won't know anything about them, particularly if they represent the poor kids, black kids, and the other kinds. We assign stuff that seems to be an insult to their intelligence. I was telling somebody last night that I worked in a reading clinic for two years, and we had enrolled some big guys that we had reading on certain levels and we gave them foolish children's books. Of course we had to lower the reading level, but we didn't have to lower the conceptual level. We always found these books in the trash can, in the waste can, and we wondered why. But here he is: he's sixteen, seventeen, nineteen; he's non-verbal but he can talk every broad on the block out of anything he needs to talk her out of. And we're giving him this stuff to read. So the material is important.

Now let's get down to a few basics. I don't think you're really going to do a great deal about changing attitudes. These are the things that we talk about all the time: "Well, we're going to try to change people's attitudes; we're going to change teachers' attitudes, administrators' attitudes." I don't think you can really do a lot about that. You know, people will say what they have to say. The guy who comes to get the job: he'll give you the exact answers he's supposed to give. But I do think we can do things to change people's behavior, it's like "open accomodations": the guy on the desk doesn't have to like me as long as he gives me a room. And I think that if we can ever do that kind of thing and translate that, it would be better.



I'd also like to draw what I call the normal curve of a graph. When I was taking psychology, we drew a line like that. And I use it ever time I'm talking to a group. Everybody see that the normal curve or whatever that is there? I've put in an A and F. This has relevance to what I'm saying about attitude. I've put L and D above that. There are people who have attitudes about this. Have you ever been in a classroom where the professor told you, "I'm grading on the curve?" Okay. That's usually the curve he has in mind. What if he gives a test and ninety-five percent of the students make one hundred on it? What does he say? "The test is too easy." Isn't that what he says? Not "I'm a good teacher," or "The students learned well," or that, "I prepared well," or that "everything went right." Instead, he says, "The test is too easy." On the other hand if everybody makes thirty, what does he say? "The test was too hard." So he keeps manipulating, you see - putting the students in a trick bag until he makes them fall on this curve. Now that's what I call rigidity of attitude. But let's take another look at it. Let's say you represent one hundred people. I was talking to somebody a little earlier about going to the dentist; well, let's call these doctors. One hundred people are going to a doctor, and he is treating people "on the curve." What if he said to the people at the right end of the curve, "You know, you're going to die"? He hasn't treated you; he hasn't touched you, but "You're going to die." Now that's the kind of rigidity I find particularly when we work with students who have had low performance. It's a whole mind set that seems to be there. And these kids walk in "going to die." And that's too bad.

I think we can structure things to stop some of that kind of business. Now administrators have the instant answer. Although I was arguing about administrators in their corner last night, I'm also their worst critic. They all say, "If we had more money..." "We could solve the world's problems if we had more money." Well, the amount of money we've been getting since 1960 has tripled, really, in terms of salaries, in terms of fringe benefits, and all these other kinds of things. Money alone won't do it. Money won't necessarily change people. It might make them want more money, and this is usually what we do. I think Oscar Wilde said it so well: "We know the cost of everything and the value of nothing." And I don't think money will do it. When you're working with black students, they're different. "A student's a student." Bull! No two students are students. They're different. They need certain kinds of attention. They have certain kinds of values, certain kinds of cultures, certain kinds of expectations. And they're good - there's nothing wrong with them. But it's dishonest to say, "I don't see any difference in students." You do see defferences. And when you say that to a student, he doesn't buy it. I ought to know; I know at least a few people have said that to me. "We grew up together and his mother fed me at her table and my mother fed him at her table," and on and on and on and on. You know: "And we didn't know there was any difference." And I always tell people this because I told them, "You know, you both must have been slow learners," That's ridiculous. They are different.

There is nothing wrong with people being different. When you're dealing with black students, they see racism as a paramount issue in this whole problem. And no matter what you say, that's what they see. Why do they see that? Because they're the sons of the fathers, and their fathers have told them about what has happened to them. And that won't go away. They're the daughters of the mothers, and that won't go away. They're the relatives of the victims, and they know that. And they don't trust you. They don't trust a lot of blacks either: anybody with two thousand dollars and a charge plate, his whole attitude changes. And they don't trust that. You have to know it. But being called "Racist" is about the worst thing that anybody can be called.

So that's the reality. I think you ought to know it and not kid yourself by thinking that they can concentrate completely on class work, because they're watching you, too. They spend a great deal of time watching you. They see you come into the community to work, and then they see you leave the community to live. They see absolutely no investment of you in their community other than coming to work.

They don't see you go to the cleaners there, go to the store there, visit the churches there, or anything else. Your president speaks at the Kiwanis Club but not where he works: he speaks at all these other kinds of meetings. And all of this is a part of the whole business.

I haven't even gotten to the student's problem in the classroom yet. I'm simply talking about the kinds of things that impinge on all this. It's true you know. It is said, "Ye shall know the truth and the truth shall make you free." I wrote that down on a card: I wonder what I meant. Oh, I think I know. It will make you free: it'll also make you angry, won't it, make you uncomfortable, too. I find that we in education have what I call an "Archie Bunker" mentality. I don't mean you're all bigots. What I mean is the rigidity in education, insisting that the thing has to go on the same way without understanding change. That's what I mean.

Language is always a problem. Have you ever tried to talk to a Chicana kid or a black kid? You don't know what he's saying half the time. For example, he keeps his hat on in the room. He won't take his hat off. You don't understand why he won't take his hat off. You don't want to ask him why he won't take his hat off. You just let him wear his hat - fine! I don't have a hangup on hats, but all of these things we see. Now, if we're going to do a good job of educating them, why don't we try to understand why that's going on? They had me come down to one college to work on why students had their hats on. At two hundred and fifty dollars a day, you know, I went out there to find out why they were working with their hats on. So we were talking to the eleven deans around the table and they were "deaning" all over the place, but they weren't doing anything else. And I said, "You know, have you asked them why they have their hats on?" Nobody had thought of that. So we went in and we asked the student, you know, "Why do you have your hat on?" (You have to know certain kinds of things about certain kinds of students. A hat is frequently part of the costume of a black student. The chances are that when he was wearing a hat that particular time, he had paid thirty, forty, fifty, dollars for the hat.) He told us, "I don't have any place to put it, and I never thought about it." You know, we didn't have any racks in the classroom, and we didn't have any lockers outside, and we wondered why hw had his hat on. He wasn't going to put it on the floor! Well, they simply put racks in the classroom and said, "Would you mind hanging up your hat?" Solved the problem. (You know, there's always one that won't take off his hat. So you can't get hung up over that.)

So these are some of the little things that are important to know when you're dealing with students. How do you help them? Let me give you one example of the way we worked it out in one college. When a student comes into the classroom, we ask every teacher - well let me go back: frequently in some colleges (and it's becoming less a problem now) if a student drops out (you see, we call him a "drop-out" whether he drops out of one class or the whole program, we still call him a drop-out) he must go through an official withdrawel procedure. Do they do that in your institution? Now there are some institutions in which if he doesn't go through that procedure, he'll receive an F. I hope your institution is not like that. What we did was to say to the teacher, "The first day he comes in, have the student sign his withdrawel slip and you put it in your file and tell him, 'Now if you're absent five days (or six days or whatever the time is) I'm going to send this in.'" It does two or three things. The first thing it does is help him to withdraw officially. The second thing it does is show him that the teacher has some investment in what he is doing. Then when the time comes, you send one copy to the counselor, one to the registrar and teacher keeps one. Now that's a simple enough thing; that's not even innovative! You know, it's a simple enough thing to show students that you have a little interest in them. And because these students move in and out of the institution so often, you know, what can we do to make the moving back in easier? That's at least one thing, because we know it's easier to commit murder and get out of it than to get an F off a transcript.

Understand the students when they are talking. Now I realize that frequently you can't understand them. I'm not saying "speak their language". I'm saying understand what is being said, because, after all, our language is a pretty goofed up thing. It's the most flexible language in the world, and that's what makes it so difficult.

It's so flexible. Listen: "Throw up." What does that conjure up in your mind? "Puke." Now, that does it a little differently, doesn't it? "Vomit." That does something even different. "Heave." (Depending on what part of the country you came from!) But when you get the sheepskin, you call it "regurgitate." Well, how about that! Now there's a poem, you know: "'twas the night before Christmas and all through the house," You remember that one? "And he ran to the window and threw up the sash." Did he puke up a silk scarf? You see now, these are oversimplifications - I hope you understand - these oversimplifications of the point I'm trying to make. When the student has not learned how to handle the language well, he takes it literally. And when you take it literally, it becomes a problem. This is one of the problems that he has. For example, he says, "I throwed the ball across the street." You respond with, "I threw the ball across the street." He replies, "Well, that's what I said." You see, the whole idea is that that is what happened. But he's putting the "isn'ts" and "aren'ts" in the wrong place. So this becomes a problem.

Of course he learns the rules. Here are some terms: "I've got save, rave, and Dave. You know, s-a-v-e, "save", r-a-v-e, "rave", and then we say h-a-v-e. You see? Well! You see it takes a little time for him, not only for him but for those kids from West Virginia and other places too. They all have a problem because of our language's flexibility. The "cognitive domain," you know, is not acting the way it's supposed to act.

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I frequently use the example of our talking to little babies. Did you ever see people talk to little babies? They say "titchie-witchie coochie-woochie" kinds of things. And I always add, "the baby's trying to learn to talk and you're acting a fool!" The same thing happens when you're trying to speak their language. That's my point. Don't try to talk the language of the students who can't use the language well. You're the model. Understand it though. Understand it if you can, but don't try to go out there: he sees through that immediately. Now there are a few things you can get away with like "Right on," buth generally you can't get away with much. Listen: this happened about two years ago. I had taped it and just found it about a month ago. A student was talking:

> When I got to the rendezvous, this out-of-sight fox was auditioning for me. Just when I got ready to whisper to her, this round-the-corner broad dept eye-balling me. Anyway, this shore-nough fox with the fine money-maker kept the show going. But then up walks 'ole Oreo' and I was office-bound. He crossed his legs and showed me his pimp socks. Then he started running it down to me. I thought I was in church.

What did he say? Now it is kind of important to understand what he was saying: Translation:

> When I got to where we were going, this out-of-sight fox (this real pretty girl was walking by), auditioning for me.

And we say they have no creativity. What could be more creative than that?

> Just when I got ready to whisper (say something) to her

> this round-the-corner broad kept eyeballing me (this older gal kept watching me). Anyway, this shore-nough fox with the fine money-maker,

I have a little trouble with that one!)

> kept the show going. But then up walked 'ole Oreo',

In the black vernacular you know, that's black on the outside, white on the inside.

> and I was office-bound (took me to his office). He crossed his legs and showed me his pimp socks.

(You know, that's these long nylons you wear when you can afford to pay more than 69¢ for them.)

> and started running it down to me. I thought I was in church. (Started moralizing).

Now that's very creative!

Why can't we learn to take that creativity and help the student to learn? How come we can't understand? I am not saying "speak it," because you're the model. He's listening to you. And he understands more of what you're saying than you understand of what he's saying. You see, you don't reinforce a bad habit. You try to make yourself a model, not by preaching but by example.

I used to teach elementary school. I spent 10 years I guess teaching elementary school. And when I worked with inner city kids, all they ever talked about when they told a story (you have "story time" every evening, "show and tell", and all that kind of business), they were

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always talking about fighting and cutting and shooting and so on. Time after time after time the teacher stopped it: "We don't tell those kinds of stories in here." And that's too bad, because when he was telling that story was the only time he could really recognize what the characters were doing. It was the only time he could really see cause-and-effect. It was the only time he was able to make inferences. Isn't that what you're trying to teach him in reading class? Aren't those precisely the things? Our selections and our samples, we feel, have to be of a certain kind, when any kind of sample is all right to teach, and I'll be giving a few here.

What should you know, then, if you're going to work with these kids? Let's try to get down to some more specifics. It helps to know the history of groups. Blacks have been running around recently talking about "Black History," Chicanos talking about "Chicano History," and so on; and we say, "Why do they have to study that?" "Why can't they just study American History?" Well, you studied American History most of your lives; what did you find out about these other groups? You see, you have to study this one, too, to find out the mode, the mood, the memories, the problems, what the roles of these groups have been. If I had to say that teachers should study any one thing to work with high risk kids, it would be Cultural Anthropology, to begin to get some idea of cultures, and people, and things and so on; to study race relations, you know, how races relate. It's interesting sometimes how they do. If you live in one area of the country (anybody here from Colorado?), you ought to be studying Chicanos and Indians. If you're in New York, you ought to be studying blacks and

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Puerto Ricans. Wherever you are, you ought to find out who the people are who live there; you've got to deal with *them*. You've got to: You may be saying things and don't realize what you're saying; sometimes you're talking and you're turning people off, and you don't even realize it. Really, "those people" turn people off, because it sets them apart.

I once went on an Indian reservation with a clipboard and a bunch of questions. If you ever really want to see how stupid you are, give the clipboard to him and say, "Every time I say or do something that's assinine or stupid, you write it down." Then go home and spend all night trying to absorb what he's written down. It happens all the time. I think that if you're working with high risk students, you should be on all the curriculum committees in your school: all of the curriculum committees. You should understand the college bureacracy as well as or better than the counselors if you are going to work with them, because one of the things you're trying to do is to get them through the bureaucracy. (It is still hard for me to get through the bureaucracies. I went to Ohio State last summer, and it took me all day to find out how to get my picture taken. It took me another day to find out how I could get a parking sticker, and I've been through the system many times.) Now what about the poor sap who doesn't trust the system, who can't read what the system writes? A part of what teachers have to do, I think, is to help provide him with the skills to get through the bureacracy. But still, I'm not talking about teaching yet: I've been talking twenty minutes, and

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we haven't even gotten to any kind of thing you can use in a classroom situation.

You must know that Blacks and Chicanos and native Americans, or "Indians" as some people call them, have a distrust of guidance, have a basic distrust of guidance. You see, these are the guys that tell them to go out and drive trucks and do similar kinds of things. There are all kinds of studies that show that these guys have been chanelled into semi-skilled and no-skilled jobs when they had abilities to go other places. Look at what happens in the schools in terms of counseling. I think that instructors have to do that because the significant person in all of this is still the teacher. The teacher to me is one of the most important persons in the institution. No institution is ever any better than the teachers in the institution. Ever! Now, I jump on them as much as I do anyone else, but you couldn't make it without them. But then they have to assume responsibility. I suggest that if you're going to work with the high risk students, you forget about cultural deprivation theories; we push those theories and push them and push them because we need an excuse when something is wrong. I've seen hundreds of projects funded by the government; I have never seen one - in terms of the way it was written up and evaluated - that was a failure. Students didn't learn anything, but the project was a success. Hundreds of them!

What else would I suggest? These are such obvious things that I I am embarassed! Strong and well defined objectives. You should know what they are; the student should know what they are; the division chairman should know what they are; the dean should know what they are. There should be a copy of them on file that anyone can go to or get to at any time. Now, I think you ought to do that: outline what you're doing, what you expect to do, and why: all the time. You have to tell the student what you want him to do, what you want him to know, how and why: all the time. A copy of your examinations, I would say, should be on file for the student. That's what you want him to know; then you tell him what you want him to know.

Let's consider some of the other things that are going on around the country. At Seattle we developed an English "supermarket." We found that if the teacher in English 101 (or whatever the program was, primarily English 101 though) got her degree in whatever, that's what she taught. If the student got in a class, and it was 101 poetry, the student had to learn poetry. What we did was simply say, "You go into English 101 poetry, and if you decide poetry is not what you want to do, you go into English 101 Novel or 101 Short Story or whatever. Whenever you end up in the place you like, that's where you stay. At the end of the quarter, if you have not completed it, you re-enroll and stay there until you complete it." The only thing we did was to increase the options for the student: the flexibility was in increasing the options.

The "upside down" curriculum is also a good approach. So often we start working with high risk kids, and we start them through the same old process. We take a student who can work with radios - who can do beautiful jobs with radios - and we start him off reading Western

Civilization and similar things. I would suggest that you turn it around and let him work with the radios and sooner or later he's going to have to write some specifications, and in order to do that he'll know that he needs some assistance. You see, it is not as hard to motivate if you use common sense. After a while you can say, "If you come to work here fixing radios, that is fine, but you also have to do some other kinds of things." This is one of the ways we can go about it.

I would suggest, and I mentionned it a little earlier, if you want useful information for your students, you develop and ombudsman at your college. Groups of you tend to go out to a meeting or two or three, and all in your group go to one place. You ought to spend a full salary in a regular budget on one person to do nothing but go around to all the places in the country that he can possibly go to in order to find programs that are working and bring information back and centralize it. If you go to Forrest Park in St. Louis, where I was, you can find a learning lab, and you can see how it changed from one thing to another. If you go to Green River Community College in Kent, Washington, you will find a different approach to the Learning Lab. Indeed, if you go to Macomb, you'll find an interesting program, one that's been going on a long time. If you go to Wilson in Chicago, you'll find a different kind of program. Or in Miami Dade, West campus, unique kinds of things are going on. El Centro in Texas is doind something worthwhile (I haven't been there in a while.) At Malcomn X College, they've got a unique thing going.

By unique, I mean the kinds of counseling they're going about, of peer-counseling, and so on. Malcomn X is practically an all-black campus, and people expect to go out and see it filthy and dirty. It's one of the most spotless campuses you'll ever walk on, in spite of how dirty and filthy the people are supposed to be. Get in touch with somebody like Don Stuart of SLATE (Systems Learning Approach to Technical Education), I believe he's in West CHester, California. What he does is show people how to do objectives, show them how to work with students; he has a series of things worked out to clarify the way you demand certain kinds of things from students, get certain kinds of things from students, make sure your head's right with students to work with students, and so on. Now, these are examples of institutions that do things in working with people. Don Smith is particularly good, but he turns teachers off: really turns them off, because he places the responsibility on them, and he asks basic questions. I watched him work in Bellview last year, and teacher (happened to have been in nursing) was talking about the "shaking baby syndrom" of whatever it is called. Don was trying to help her work through her objectives for the "shaking baby syndrom": he said to her, "Now, do you use moving pictures to demonstrate this?" And she said, "No, we use slides." "The thing is you're studying about shaking babies and you're using still slides. What kind of sense does this make?" Well, it's little things like that he does and his response is the kind of thing that bugs people, but he's quite right. You should be sure your demonstrations are sharp, and clearly focused, and step by step, and so on. So those are some of the places you might go for ideas.

Another thing that is very helpful as you work with high risk kids is the use of team approaches and task orientations. You see, their scope has short goals rather than broad, long range goals. You can sit down and plan working on a Ph d; you can sit down now and plan for three years away. Poeple who have not had a great deal, people who have not been in the system, people who have not worked well in education must have shorter goals, and this is one way to look at it. You've got to teach them ten different ways to say "puke." He's got to learn because of the flexibility of the language, and you've got to point out to him how you make the language flexible. Now you can both talk about "fine money-makers" and "pimp socks," and all that sort of thing. You can make it flexible, and if you can, why don't we make the rest of it flexible? Demand from him. One of the things that has always bothered me, particularly about whites as they've dealt with black students in their classes, is they don't demand much from them: and that's an insult to the black. Rather than stir up trouble - you know, keep the natives quiet - we'll be buddies. Demand from those students because they need demands. I know you can make the work so they can do it, but the quality of what they do is important. And if you send him out to do shabby quality stuff, you see, that's one of the reasons he will hate you. I saw three students two weeks ago Monday come back and say on a panel that (and they pointed people out), "You, Mr. So and So and You, Mr. So and So, and You, Miss So and So gave me A's and I didn't deserve them, and now I'm at the University of Missouri and I can't do the work." "You didn't do what you ought to have done, you know: make me stay there until I could do it and come back as often as vecessary. You let me by, and I don't mean to punitive, I mean teach me what I need to know."

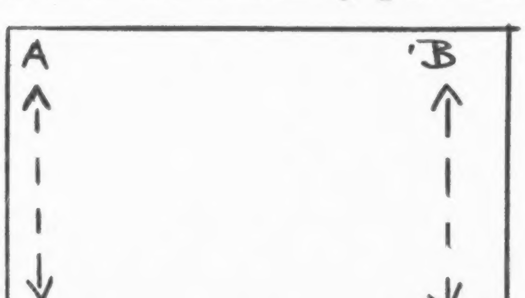
We need to make the system a re-entry kind of system. One of the unique things I find about Ohio State (and I don't brag about many, but this one I brag about) is that you come in the med. school there and you come back and you travel that ground again. You fail, and you go back and travel that ground again. They won't let you out. They won't let you drop. You see, they make you keep doing it. And then you go to the next level and to the next one and so on: and guys want to quit; they won't let them do it. They make them succeed. I think that's beautiful. It's the re-entry kind of circles that they're making. And I think this is quite important.

Then there is the subversive approach. I mentioned it last night. We hired in one place three teachers who had to enroll as students, dress like students, talk like students, and so on; except they were teachers. But they were the "peers" of the other students in their classes: the peers. Now here was a peer that could help a student. He could help a student here, he could help a student there. In other words, they were the "undercover agents" for the institution. That only worked about three quarters and we had to find something else (someone else?) because the students who finally got out kept wondering why these smart students stayed there. Sooner or later they find out. But this was a kind of subversive approach to what we were trying to do. That is, if teachers turn you off, would your fellow students turn you off?

Then there is the interdisciplinary approach. You can't teach Math and English and Reading isolated from the realities of everything else that's going on around you. It seems to me that you have to have the other things, too. So I would suggest two or more departments working with each other, and two or more divisions working together. Try that if you dare. (You know already you don't want to do that. Every body preserves his lines.) But that seems to me to be one of the ways we can get something done.

Now I always talk about teaching so people can learn. I have a whole series of things I talk about: about bones, and muscles and every sort of thing. I have written books, but the aid that was most helpful to me was given when I was trying to learn geometry. I've told this a million times, but I'll tell it one more. (In education we believe in tradition and reinforcement!) Now a pool table has six holes in it. You know, a rectangle that has six holes, and the cushion is green. Now I just couldn't learn geometry; at least I thought I couldn't learn geometry. Mr. W. S. Skinner took me to shoot pool. (In the little town I was in, a teacher couldn't go to the pool room; he could go to the YMCA and shoot pool, but he couldn't go to the pool room) Anyway, we went to the Y to shoot pool. He began running the ball in a game called "bank." (Any of you guys play bank, or are you disadvantaged?) We started playing "bank" and he'd run the ball in three directions; you know, he'd call it "equilateral triangles" and "scaline triangles;" that is, the path of the ball represented the sides and the holes represented the angles. And he bagan labeling the path of the ball. So pretty soon, you know, you had to make the three cushions and the side pocket, and he'd say, "you ought to do this one like a scaline triangle." First he started with three cushions and the side because I could deal with that. Then he said, "you ought to do this one like a scaline triangle or 'run it' like a scaline triangle." Then he brought a piece of chalk with him to write on the green felt, and he started writing things like "lines" and "line segments" or if you hit a ball and it would spin off, he'd have arcs and all kinds of things. The fellow was teaching all over the place, but the unique thing about all that teaching was that when he went back the first two or three times to give me an examination, he didn't talk about a's and b's and congruent triangles; you know what he said? He said, "Bank the seven ball three times and into the side pocket." Now Mr. W. S. Skinner still lives in St. Louis. He's retired now. I made an A in geometry because I learned to shoot pool. And that's what I think we have to learn to do in dealing with students who have not dealt with the cognitive domain. The real world versus cognitive domain: one is no good without the other. So we deal with the two.

Another thing I frequently suggest (if I put it in writing you can see it) is A here and A there, B here and B here. Most students live in an environment and go to school in an environment, and the two things reinforce each other. Doesn't the middle class environment reinforce the middle class school? Surely.



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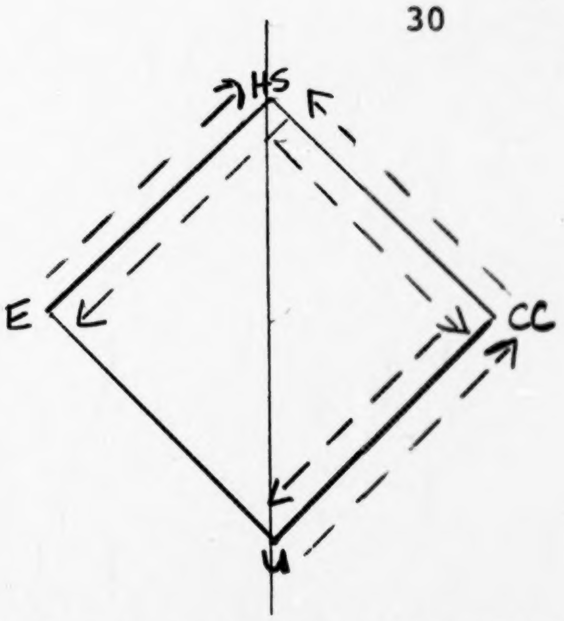
But the kid over here - the one we're talking about - lives in B environment. What do you want him to learn? What's in A. Wouldn't it be better to have him learn what's in B as a starting point, and bridge it a little later? Wouldn't that be easier? It seems to me that that would be easier. Now, your colleagues are going to have some interesting things to say about that. They're going to call it "watering down," aren't they, and "talking to the gallery." Well, if that bothers you, don't do it. But I call that good teaching. You examine a situation; you look at the elements of the situation; and you ask how can you take that situation and turn it into a learning experience.

Amusing things happen every once in a while. I was with Carol Zion who's at Miami Dade, and an interesting kind of thing happened. One student had been in to try to interview the president of the College. And every time he came, the president was busy, so he always put it off until another time. So finally the president wrote out the interview, and put it out on the secretary's desk. In the meantime, one of the English teachers came along with an armful of papers and laid them down on the desk while she talked. Anyway, she picked up the stack of papers including the president's interview and graded them. The president got a D.

Now one problem with this whole business is that there's not a continuity of counseling that takes place as you work with students. Here is the way I conceptualize it:
To the left is the elementary school



in this diamond, and at the top is the high school, to the right is the community college, and at the bottom is the university. Now, what I would like to see happen is reciprocity going on between these two: I would like to see the counselors change places for a quarter or for a semester - the high school with the elementary school, if they both have counselors. Then many things of value could happen: each could learn what's going on where the other works, the materials that are used, the field trips taken, etc. Each now knows what his problems are, and he knows what the others' problems are: information, brochures, and the whole bit as it goes on between these two. But the same thing should go on between these high school and college counselors: "What's going on? What do you have to do? What do you have to know about vocational education? Technical education? Community service?" All that sort of thing. "What kinds of information, material, what kind of job do you have, what is the teacher up against? What do they expect?"

At Forest Park, they bring in seventh and eighth graders to start taking a look at the community college: to walk through, to look at all the things that are being offered there, to look at the things you can take and so on. "If you're interested in vocational education, take a look at what we have to offer." The same thing, I think, should go on between the community colleges and universities, and of course between the high schools and the universities. I call this kind of thing the "continuity of guidance": you start touching bases at the elementary level and you touch bases all along the line. Pretty soon everybody knows what everybody else is doing, needs to do, needs to know, and so on. But you know what the big problem is when you try to do something like this? Those in the high school don't want to go back "down." Those "down" however, love going "up." Those in the community college don't want to go back to the high schools for a quarter or a semester. Those in the high schools love to go to the community college. And we know those in the university don't want to go anywhere. And that's a real problem. But wouldn't that make a little more sense? So the whole continuity of counseling or guidance is a problem and here's the reason why: you know that if you have a student at one level you have certain kinds of things being fed in; that is, from the faculty, certain kinds of things are fed in through the counselor and the information finally comes through the counselor to the student. The same kind of feedback that goes from the student to the counselor finally gets back to the faculty: things that they would never talk about to each other; there are some things students just aren't going to say to their instructor. But the counselor can become a mediator between them, if we use him that way.

Counselors are rarely on curriculum committees. They're rarely on advisory committees. They're rarely on admissions teams. They ought to be writing the brochures for the whole college. If they're going to work with a certain kind of student, it seems to me these are the kinds of things they might do. For example, they probably need to get away from the one-to-one counseling that they like to do so well. (The old white coat syndrome.) That probably needs to go. Every student who walks in doesn't have a mental problem. He walks in, however, and the counselor wants to know about his sex life; and all the student wants to know is where the next class is. In addition, counselors must be prepared to do outreach; the faculty too must be rpepared to do outreach; because they will deal with many people who are having problems with the social workers. Both counselors and teachers should be involved with tutorial work. I've already mentioned the importance of showing students how to beat the system.

I've talked about defining drop outs, coming back, watering down, and I'm back to where I started. How much you get involved with the student personnel services is very important. I think the things I have suggested to you are ones that are foolproof; for the most part, at least, they do work. They don't work for every student everywhere, but everywhere they work for some student. You can't win them all. Nor should you want to.

REMARKS PRESENTED
to the
CONFERENCE
on the
HIGH RISK STUDENT
at

ELIZABETHTOWN COMMUNITY COLLEGE
January 28, 1972
by
Dr. Marie Y. Martin

Up to now this has been a very good conference. I have been pleased to have been here and to have become personally acquainted with many of you. I have also been pleased to have been able to carry out one of our Commissioner of Education's goals - one he reiterates to all of us bureaucrats - and that is to get out in the field, listen to the people and their problems, stop massaging papers in Washington far from the reality of the frustrations, expectations, and problems of the first-line troops. The Commissioner is powerful; he has many excellent ideas about changing education; and he's sitting in the cat-bird seat with the ear of the President and the Secretary of Health, Education, and Welfare, Dr. Elliot Richardson.

This invitation to speak to you is a result of my working with Mr. Don Wallace in Washington this summer. He frequently spoke of the outstanding job Elizabethtown Community College is doing for its students, and I find that it lives up to his brag.

It is also, of course, an excellent opportunity for me to learn from you Conference participants that you are indeed concerned with change in education and to see that you are involved in it, albeit somewhat frustrated with the results to date.

How often you have spoken of Student Learning Centers, or Learning Resource Centers. As we read proposals coming in from community colleges, technical institutes, and branches of the universities, it appears that no respectable campus should be without one. What you ask for from the Federal Government are funds - lots of them - to establish a Center, hire technicians, release faculty to work on software (the commercial firms have lots of hardware available), and you need funds to buy this hardware and to operate it. There are enough of these proposals in Washington under Title III to keep President Nixon from ever balancing the budget.

Those of us who have used the multi-media approach to learning since the 1940's can assure you that they are valuable supplements to your teaching - they never will nor should they replace the teacher - the good teacher, that is.

Dr. Moore spoke about those short-term programs we have been funding and you've been attending to sensitize you to the "new" student of which Dr. Howe spoke last evening. Last year we had a heavy run on proposals in this area. Some were successes; others, failures. Some were pretty far out and fortunately never were funded. One example will suffice to indicate that we have some concern about Federal funding for some of these programs. The project was to be completed in one month. Two weeks were to be devoted to conferences, lectures on how to understand the disadvantaged, and field trips (in nice buses) to the ghettos. And this particular one was for the Native American, the Indian. Two weeks after the indoctrination, a trip, first-class for 30 people to India, was part of the training. This is neither what the American Indian nor the Federal Government has in mind. This one was not funded.

One of the goals of Secretary Richardson and Dr. Marland is to establish a humane relationship in the classroom, in the bureaucracies - Federal, state, and local - in the community. The campaign is on in Washington to make us truly civil servants and to banish forever the title some bureaucrats have earned: "uncivil servants." (It's policy - Change it.)

I've been in Washington almost a year. It's my recommendation that every citizen spend some time working for the Federal Government - this, of course, in addition to the work you do when you pay your income taxes. The frustrations we have in Washington as we await vital, necessary legislation to be passed can be compared with your frustration when you get the world's greatest idea, and by the time someone gets around to implementing it, you've lost enthusiasm for it, or it's outdated. You are indeed disadvantaged if you do not experience first-hand the maneuvering that exists in the political capital of the U.S.A.

In legislation now pending before Congress, there are two bills which will affect all of education. We thought we'd have these bills turned into legislation by November, but to date the Senate has not appointed its members to work with a House committee on the horse trading, the options, the differences in the two bills. Let me assure you that the Administration and Congress work closely on legislation. Because the art of compromise as practiced on the Federal level is so subtle, no one will predict the outcome of these bills. Now the talk is we'll be lucky if we have the legislation passed by June 30.

Both bills meet one of the goals of the Administration and Congress - more student financial aid. The Administration is pressing for substantially greater amounts of money for the low-income student, black, white, Indian, urban, and rural. As for Institutional Aid, there is a real recognition that the rural part of America, even though much of it is Anglo, has problems, which though different from those of the inner core of the city keep many students from getting a good education, keep them isolated from various options.

Career Education has at this moment top priority in Washington. The definition of career education has not been clearly made; however, it is my belief that the community colleges have been career-education oriented and are doing a good job in this area. My own definition of career education is vocational education mixed with academic education - the skill training, plus the other disciplines which are part of our lives: art, music, literature, philosophy, psychology, social sciences, etc. I am concerned when I hear that only a handful of community colleges have any career education programs. You will be interested in one remark made by a fellow-educator who knows better because he has been in charge of training vocational education teachers at his state university since the late 30's; he said, "Not more than 300 community colleges in the U.S. offer vocational/education courses." One can only ask what all those vocational education teachers he's been preparing for community colleges are doing?

Another remark, one fed directly to the Commissioner, should also interest you: "The community college presidents tell me that they are not interested in career or vocational education - they have ignored and neglected it." This I cannot accept, for I have visited 30 states in 11 months; I've seen the career education classes in session: the electronics, the allied health programs (which some students have named the "white shoe occupation"), nursing, inhalation therapy, dental assistants, dental hygienists, physicians' assistants, welding, auto shop, numerical control, the whole area of business, legal and medical secretaries, home economics, agriculture, engineering, and dozens more.

Dr. Marland wishes to have a career education program which starts in Kindergarten and goes through the university. Millions of dollars will be poured into this necessary program if legislation is passed. So that is top priority for those of you concerned with Federal aid money. The aim will be to make the vocational education occupation as respectable as the white collar occupation. Society is going to need to change its concept if this is to succeed.

What has Washington to say about high risk schools and colleges? You've been discussing the high risk student. There are many high risk schools with which the Federal Government is concerned: the small private colleges, the black colleges, the public colleges whose reason for existence seems to have passed, but building and faculty are still available. Secretary Richardson says we will insist on accountability on your output record: just because a college exists is no guarantee that it will be Federally funded.

Yet we also have the goal of diversity in colleges, or in options for students. But recruitment of students, changes in curriculum, changes in goals, changes in teaching methodology will be closely watched. Another goal the Federal Government has is to get the community actively involved in the education of all our citizens. I recently visited a small (less than 100 students) private college. Enrollment was down 50% from a year ago. I asked about the recruitment program, about how the college served the community. The president told me that the parents who send their children to his college want them indoctrinated in the Bible and they would not want him to recruit "just anybody". His beautiful campus with modern buildings was five miles up the highway from a public community college which had turned away 2,700 students because of lack of space.

Still another goal of the Department of Health, Education, and Welfare and the Office of Education is to help find another means of school/college support. The California decision (followed by Minnesota and Texas) that declared the property tax unconstitutional as a means of support has been greeted with sighs of relief across this country. It is going to force us to find a more equitable means of supporting all education so that those living in the poor economic areas may give their youngsters the same quality of education as the Beverly Hills type communities. (I have used Beverly Hills as the example because most of you have seen the Beverly Hillbillies and you know to what the reference is.)

If I were to state the Federal Government's goals in broad terms, I would say that the intention is to use Federal funds, technical assistance, encouragement and pressure to effect the following:

1. Overcome resistance to change;
2. Overcome the cold inflexibility of centralized Government;
3. Overcome inefficient use of scarce resources;
4. Eliminate the poorly designed programs;
5. Stop the over-advertised cures for all of our problems. (In the 60's there was a great deal of legislation; money that went with it did not solve the problems. Billions of dollars and valuable time lost piecemealing our problems is a tragic waste.)

That's enough about the goals of the Department of Health, Education, and Welfare.

The U.S.O.E. Office of Community College Education, which has been in existence since February of last year, also has some goals: they are ones which you can help implement. We have some "disadvantaged" people in the various funding agencies in Washington. Therefore, I would like:

1. To get more people in Washington who know about and understand what you are doing in the community college;
2. To get more people in Washington who do not regard you as "less noble" than the 4-year college or university;
3. To get more people in the Federal bureaucracy who see you as the segment of higher education which has the courage to try to educate an increasingly diverse student body in and for a society which is no longer content with the methods and/or results of education as we have known it;
4. To get more people in Washington (both in Congress and in the Administration) who realize you are taking care of at least 35% of the first-time college students and that you need a greater percentage of the Federal funds to carry out your mission;

5. To get more of you into Washington as AAJC interns on an eight-week program, funded by OE, in which you can visit all the agencies, Congress and see the city. Two here at this conference can vouch for the value of this internship program;
6. To get more of you into Washington as readers for the various funding agencies so that when community college proposals are read, the ones who recommend funding are people who know your problem. If you come to Washington as a reader, you will also learn a great deal about how to write proposals. (You get $75 a day plus travel);
7. To get more of you on OE Fellowships. In this program you get your regular salary for 10 months, plus $1,000 for travel, 1/4 of your time to spend on your own project, and an opportunity to meet people in and work in the Office of Education offices;
8. To get all of you who write proposals to know that while Title III (Developing Institutions) has only a little over $8 million to give to 2-year post-secondary schools, the Endowment for the Humanities has $30 million, the Endowment for the Arts $24 million, the Environmental Education has $11.2 million, and the National Science Foundation is beginning to open up for community college funding;
9. To get Washington to understand that our community colleges need planning money; we can't expect you to administer or teach full-time and plan for the future at the same time. We need to get money for faculty to be given released time to work with administrators and the community on new projects;
10. To change the image of the community college from one which describes all of you as wanting to be 4-year professors in a university to one which describes you as you really are: hard working and frustrated people who see what could be done if time and finances and effort could be channeled toward caring for all students. All students are disadvantaged in some way.

REMARKS PRESENTED TO THE "CONFERENCE ON THE HIGH RISK STUDENT"

ELIZABETHTOWN COMMUNITY COLLEGE
JANUARY 29, 1972
by
Dr. Robert Leo

In program planning, whether it be for a single course or a total program, involvement of an entire college is very critical to respond to the needs of our people: our students, our faculty, our administration, and our board members. In any planning situation we must make certain assumptions. Let me briefly touch on six of these assumptions now.

First, planning does not occur in a vacuum. Too often the faculty member goes back to his office and begins to develop a program. By doing so he has created a vacuum in which he has tried to operate without attempting to find out just what he is planning to do, what and to whom.

Second, planning deals as much with the question of why not as with why. The "why not" is critical and it will be critical to my discussion this morning primarily because too often we're concerned with the "why." "Why did this happen?" "Why not do it this way?"

Third, I do not believe that planning can occur without a good informational base. As I wandered through the conference during the last three days, I was amazed to find out how little faculty members know about their own institutions. They know about their own particular area, but when I began asking such questions as: "How large is your institution or student body?" "How many faculty members do you have?" "What kind of grade levels do they bring with them?" "What's your ethnic breakdown?" "What kind of community do you live in?" "Is it an active community?" "Is it a silent community?" "Is it apathetic?" "How many social agencies do you have that you can refer your kids to?" I received few responses to these questions. In essence, I'm talking about an informational base.

Too often faculty members find themselves shrouded by their own ignorance of what is going on around them. (But this is also true of administrators as well.)

Fourth, in developing any program, those unforeseen things--those things that are the unknown, that may result as a product of a particular program--are just as important as, if not more important than, the objectives of that particular program.

Fifth, evaluation is inherent and continuous in planning. Without evaluation, we would be unable to develop any kind of package, be it simply a reading skills package or a comprehensive approach to solving the health problems of our students.

The sixth assumption that I operate under in planning is that failure is as important as success. It is my belief that if we are succeeding in everything we do, we certainly aren't meeting the needs of our students because we haven't attempted to walk on the cutting edge. And as our speaker asked last night at the table, "Well how do you justify failure? Do a series of failures indicate success?" Too often what we do is attempt to move from failure. In looking at failure, in looking at success, we have to look at ourselves first before we look at our students. We have to look at what we have done to perpetuate what has occured. (I will have more to say about this as we go along, but I wanted to lay these assumptions out.)

This list is not all-inclusive but these are six that my staff knows very well when we get into program planning. Without the acceptance of these assumptions, I do not feel that adequate planning can take place.

Much has been said about funding and sources of funds, and I have argued this for those of you who have been at workshops and heard the song and dance before. I do not feel that we should be developing programs to meet the needs of a funding agency. I do not believe that is our bag.

I do not believe that because a Federal or State agency sets its priorities that they have to be our priorities. Our priorities must emerge from within. I am awed at times when I'm asked the question, "What is there a need for?" or to put it another way, "Well, I'm not sure what the needs are--tell me what the community colleges need." I don't have to tell you what community colleges need. Now, most of the speakers during the conference have indicated that there are certain needs. I'm asking you what your needs are. When I work with faculty members, we begin with that basic question. "What's the need?" "What do you see?" "Are your students having problems?" "You've got an overloaded class? How can you best approach it?" "You have too many students?" "You have women who are coming back for the first time?"

Let me digress for a moment and say we are running into a very, very critical problem, and one we haven't touched on, and very few conferences do, is something that concerns me: a thing that I term "re-entry shock." This is where you have the woman who has been out for a number of years, who has raised her children, and then comes back into this whole new milieu-this whole new bag--this whole new approach. And we haven't even touched upon this yet. And this is a need. It's a simple need. But too often counselors don't even recognize it.

There are also individuals who come through our doors without adequate nutrition. This is a need. You can develop a program to respond to this need if you work with the social agencies that are in the area.

And you will notice that I haven't talked about instructional needs at all yet, because in my own philosophy I can't divorce instruction on one side from the social needs of an individual on the other. We can attack the cognitive needs of an individual. And as to the affective or physiological needs, I think we have to attack them as well. And I'm not saying that we're to be all things to all people, but we should be something to everybody, whether it be just a building that they pass and call "Our community college" or a place that gives an individual a chance to find himself. He may not get a degree, he may not be enrolled in a specific program, but basically it's something to him.

When we develop a program, we're simply identifying a need and articulating a response to that need. And it's a very simple process. For example, I met with some of our occupational and technical faculty members about two weeks ago and we were discussing a particular approach to teaching business courses. You know and everybody knows, there's only one way to teach typing, and there's only one way to teach bookkeeping, and so forth. And it was during this conversation that I asked them to write simply in three or four sentences what the need was that they saw; and in another three or four sentences to tell me what the response to that need should be. When they gave me this material, I was amazed to find out that very few needs dealt with instruction. They dealt with new equipment--"We need new tapes. We need new typewriters." "We need this, we need this, we need this." But nothing dealt with instruction. And what amazes me as I walk through a community college (and Dr. Martin touched on this last night), we have been afflicted with the hardware syndrome. We feel that the only approach we can take in responding to a need is hardware. I think this is something that you must keep in mind, because in developing your program, hardware is a part of it but not the total package.

Within the program planning area there are some basic things that you should understand. The first is that within any kind of institution there are certain goals. Now we can articulate them into their finite syllables--we can lay them out. Our behavioral objective friends can write them as if they were going out of style. They just come right out of their arm--it's almost as if they're built in.

But by the time you finish and tike a look at the community college, it really has only two goals. You can boil it down to whatever terms you want, but ultimately they are education and service, not necessarily in that order. And I think this is something we've got to keep in mind. On the other hand there are certain needs that the institution has, and there are certain needs that the community has. The question arises, "How do you bring them together?" Because no matter how you look at it, there is a relationship between the two. We exist because people need us. We don't exist because we need them--they can put us out of existence. Thus, I think equally important in developing a program is understanding the goals not only of your institution but of the community as well: particularly in those areas now in the throes of high unemployment. And here's where I think we can approach a community and attempt to work within it to solve some of its problems. Once we understand what our goals are all about and what we're attempting to do, I think at that point we're ready to go out into the community.

And when I say, "Go out into the community," I'm not talking about simply developing a "telephone touch" with somebody else. It amazes me how few people know their communities: know where they can get things. We have not really tapped the resources of the people around us. The community is that which you define it as. There's no other definition for a community except that it might be "people working together to try to solve a problem."

Now in your own institutions what do you do? Too often we work within a framework of not really knowing what's going on outside. We become addicted to the T and R syndrome, teach and run. You teach your courses, you spend your fifteen hours in class, you spend another seven hours or eight hours or nine hours or whatever it happens to be in "office hours." You make sure that tutors are assigned to individuals, make sure that a peer counselor is on board, and then you go home. Rarely do we get involved in trying to help or bring our expertise to bear upon the problems of the elderly, for example. Within your community, is there a need for a crisis clinic, where you can volunteer your time? Do you sit back and criticize the Head Start programs and community action programs, or do you get involved with them? Very few faculty members really understand the whole process of involvement, and I think this is something that we've got to understand before we can respond to the needs of the community. The way to do that is by getting involved ourselves. Someone asked me during the conference, "Well, how do you get involved?" That's a very good question. And I think it has an answer, but if I have to give you the answer to that question them maybe you're not ready to get involved. I think that this is the kind of approach that we have to take if we're going to understand the problems of the people that we're dealing with.

Some of us are not dealing with seventeem eighteen, nineteen year olds. In the Dallas County Community College District, our average age for three colleges runs twenty-four, twenty-five and twenty-six. Our part-time enrollment exceeds our fulltime enrollment. So we're not dealing only with the eighteen, nineteen, and twenty year olds. We're dealing with another population, and I'm sure you are too. And in order to understand that population you must get involved. Where can you get involved and how does this relate to program planning? I think that the first thing you do to develop an idea is to bring some people together. Go out in the community, depending on the problem you have, and bring together a group of people. In our district we've got thirty-seven different advisory committees operating. These are people who donate their time to us to help us solve our problems. In my office alone I work with six more advisory committees on special projects. When I walked in a little late on Thursday, the first day of the conference, a gentleman was sitting in the front row, and as Dr. Shannon was talking, he was "signing"--doing manual sign language; and I began to think of how we developed the project and the program to meet the needs of a specific community--the deaf population. This need was articulated by a faculty member who had a deaf student in his class and the problem of communicating with this individual. He came to us and said, "Can I get some help from special services to provide interpreting for this individual?" We began to explore the whole problem of the deaf, and when I say "explore" I mean hitting the pavement--calling on social agencies, business, industry, universities, interested citizens, municipal government, and right down the line. We contact as many people as we can. We get their ideas. On this specific project (I'm using this as an example; I could use other examples), we began to find out that the political rift in the deaf community is probably as severe as in our national parties. This influences the approaches that have to be taken to solve the problems of the deaf community. This meant that if you were to bring a group of people together, it would be like sitting in a War on Poverty board meeting with all your factions. But we had to begin somewhere. We selected individuals representing nine agencies in the community dealing either directly or indirectly with the deaf. We selected an employer who had deaf people employed in his business. We selected two deaf individuals. We brought this task force together and we teamed them up in what turned out to be a very exciting approach with our faculty, our students and administrators. Several meetings of head-knocking, of walking on eggs, of wondering whether or not one faction would walk out of the room or stay with us was born an idea for a project to train paraprofessionals to serve the deaf. It was ultimately to be expanded to include all the handicapped.

And what had happened was that the "task force idea" came into play. I am not a permanent committee man, I never have been. I think that if a committee exists longer than its usefulness, we've goofed somewhere along the line. We bring together people; once they have performed the function that's assigned to them the committee is dispersed. It's rare that our advisory committee for special projects includes any members of the task force that developed the program in order to avoid a conflict of interest. We believe that we have our task force to perform the task: To get the job done. Once the program's on its way, we build in our advisory committee. And there is a difference: the task force is your shirt-sleeve committee; your advisory committee is the response group, the reacting group. On developing a proposal, whether it be for in-house funding, your own funding, or for extramural funding, an agency or private foundation; involvement of key personnel is very important. Once the task force has been brought together, I think the simplest thing to do is to work on a prospectus. And as I mentioned before, when I met with the occupational technical faculty, we were playing around with just this exercise. Write a prospectus. A prospectus to me is simply one or two pages telling what the need is and how you're going to respond to it. We allow our task forces to do this. We don't say, "This is the need we see." When we brought the group of people together to work on the deaf project, we had no preconceived ideas as to where we wanted to go with it. We didn't know whether we wanted to set up a program specifically for the deaf, whether we wanted to get in the training bag, or whether we wanted to use occupational-technical students. The goals were very very vague. And if possible (I argue with planners constantly on this), keep your goals as fluid and as flexible as possible. In dealing with a community do not try to ram your ideas down its throat. Let the ideas emerge from the community. And once the ideas are developed, throw them into writing.

So many ideas are lost because people do not write them down. I have in my office a folder filled with napkins, coasters, cards, anything I had in my hand at a time when I could write down a possible program and throw in the file. My staff goes to that file almost daily to pull out things, to begin developing them. In having the written prospectus, you give somebody a chance to react to something. And what I do is use two approaches: first the external analysis and reactions and then the internal analysis and reactions.

(I'm not going to spend to much time on the external this morning. I'll just simply say that these are the people that you want to react who do not live within the institution. These are your community people, your federal agencies, your state agencies, anyone who has the time to take a look at a particular program that you have. I kiddingly say, "I've got the whole federal government. I've got the whole State of Texas government working for me". And you'd be surprised how helpful people can be and want to be in develpping a program and helping you to get what you want. I'm not shy at all in terms of using people to analyze and react to some of the ideas that our people have.)

I do want to spend some time this morning on what you do internally to analyze a program. By internal I mean individuals within your institution who can come together to analyze critically a statement of a need and a response. I am amazed at the number of colleges I visit where administrators do not know their faculty. And I'm not saying know by name. I'm talking about knowing specific expertise. When we developed our American Indian project, on our faculty there was an individual in music who had taught music for several years on an Indian reservation in one of the boarding schools. We teamed him up with the Indian community, the business community, and an instructor who had an interest in archaeology. What we did was to capitalize on the things that we had there. We looked at our own resources. Faculty members have interests other than the classroom... I hope! And it's understanding and knowing those interests that are important in critically analyzing a document. So what I'm getting at is bring together a group of diverse people to do the reacting. This can be done in several ways.

Send them the analysis or send them the sheet to be analyzed and reacted to, or bring them together as a group. (The number of math people that I've talked to: this division between the pure mathematician and the "developmental" mathematician requires involvement of the two in trying to meet the needs of the students instead of the subject matter!) But these are the kinds of individuals that I like to have on a particular reaction committee. I go out for the antagonists. If you select people who agree with each other, you're not getting all sides of the picture, or as many sides as you possibly can.

So what do we do when we ask them to analyze and react? The first thing we do is to take a look at the priorities that they themselves have, and these are then related to the institutional priorities, and the two somewhere along the line mesh. I'm not too sure where they mesh at times, but they do. Second, take a look at the feasivility of the program. To develop a program that requires adding nineteen additional staff members certainly is not feasible because at the end of the project what are you going to do with the nineteen faculty members that you've just hired? (I'm talking about the rate of absorption.) This is one of the questions we ask ourselves before we go in for funding. Can we absorb the staff once the project is finished? So few colleges ever take this into consideration. So--is it feasible? Next we ask about individual capability, whether this capability be inherent or potentially inherent. Does the individual have the capability of carrying out the project? We have an approach in Dallas (that Dr. Martin knows) we call "growing our own people." Our group is an eclectic staff of diverse backgrounds. As you heard in the introduction, I've got a PhD in Italian Literature of the seventeenth century; our prime program development person came to us from the Chamber of Commerce; our PR gal is a former city councilwoman; my researcher has a Masters in business administration from the University of Utah--he was on their long-range planning staff. We've got Matt Taylor, who's a Seminole Indian who worked with the WIN porgram, Work Incentive Program. We've got Lyndon McClure who worked for the Indians for Opportunity in Oklahoma. We've got a man that we took out of the business division and made Coordinator of Occupational Technical programs. I've got a machinist on my staff who handles educational equipment. So what I'm getting at is that the capability of an individual should not be tested by what his credentials are. If the individual has the potential, then it is our approach to train that individual, to bring him along. My researcher came on board October 15th, and I didn't see him until December 15th. He was off to workshops. He was working with our planning and, developing follow-up studies, out with the faculty.

So that's what I'm talking about in terms of capability--developing the capability within your faculty member. I am very leery about faculty members who are looking for another job: they don't like what they're doing so they're going to write a project and get the hell out of this business. And that happens too often. This is not to say we preclude individuals who do not have the expertise in a particular area. This is simply to be very realistic about it and say if you're involved in a project you're there to serve the constituents and you do it that way.

The other things you take a look at in terms of analysis is practicability, what new directions would it set, does it integrate ideas that various people have, and then we look at financial resources. And we ask these questions in terms of priorities, feasibility, capability; and there are several times that all the answers to these questions came up "No." And yet something deep down in the gut of somebody says "Hell with it; let's get it anyway." And we've moved with it. The American Indian project that we had going on; when we applied this criteria to it, it came out terribly. Should we be doing this? Why are we doing this? And so on and so forth. But somehow our thick-skinned people on the staff said "No, let's go with it anyway." And we've gone with it, and it's turned out to be a tremendous program in terms of meeting needs. Out of this already in two months of existence we've helped establish a free medical clinic for the American Indian which is staffed by volunteers every Tuesday and Thursday night at the Intertribal Christian Center. Out of this has already come a full-time counselor one day a week, at the American Indian Center off our mobile unit. Social agencies are now asking, "What can we do to serve the American Indian?" These are the kinds of spin-offs that came out of the project. For the first time in its history, the Dallas Community Action Agency is putting an Indian on the board to break up the black and brown faces there.

So these are the kinds of things we're getting involved in. When we applied the criteria, it came out "No" primarily because of the question "Should we put our money there?" Well ultimately we got our money from the Texas Education Agency. And this past year this project was rated number one in the state of Texas by the Texas Education Agency as being the most innovative and most far-reaching in terms of meeting a specific need. It's a compliment to Matt Taylor who's been running it.

Okay, once you get your analysis and reaction what do you do? Then I think you are ready to begin to develop your proposal. No matter what agency you're dealing with---whether you're dealing with your own institution, or you're dealing with an agency outside of the institution---any proposal has basic components and these you have in front of you: Purpose - where are we going; Objectives - what do we want to accomplish; Process - how do we get there; Future Directions - and where do we go from here? This is the basic format. It's almost like "fill in the blanks." And a proposal goes through anywhere from four to five drafts before we even do anything with it. We do not expect faculty members or administrators or myself or anybody to know all things, to do all things, in terms of developing a proposal. (I have some handouts which I hope you'll take with you which talk about the process and give you some approaches you can use.) It's very important that proposal development be a team effort. I happen to be blessed with a good group of secretaries who are very, very keen in terms of spotting staff errors, errors in terms of concepts and in terms of structuring a program, and they are as active and as excited as we are in developing a program. And it goes through so many drafts because no one person can be satisfied with one draft. Ultimately when we come down to it, I have to make the decision as to whether we go or we don't go with that particular draft. In our district, at my own urging, there are only two people who can sign a project, the Chancellor and the Vice Chancellor. Therefore, total responsibility for the final copy for whatever goes out of the office has to carry one of their signatures. And I think this is important. I think that you've got to have the top man - the president or the dean or the director - wherever he happens to be, whatever kind of structure you have, to be there to do the sign-off. And I am very happy when I see some of the Federal agencies forcing you to get your president signature because you've got to go in and explain the project to him and that gets him involved.

Now let's take a look at involvement within the project. The media staffs we have over there are fantastic. I had a ball developing today's presentation with them. These are resources consultants, as we call them. These are people who run around and help people like myself who are trying to give a presentation. And we had an interesting situation develop. About a year ago the auto mechanics area - automotive technology I think is the term now - the auto mechanics area wanted to develop a "single station approach" to teaching auto mechanics: where an individual would come in - you know it takes time to put coveralls on, get your tools out, to try to remember what you were doing to that car before you left the day before - and what they were trying to do was to develop some kind of mediated system so that when the kid walked in the room he could pull out a card or something so he knew where he was yesterday before he left: so that when a guy drives the car out, it doesn't drop his transmission right there. (It happened too many times!) So our media people - resource consultants out at Eastfield couldn't find anybody who wanted to work with the auto mechanic area because they felt uneasy - finally decided on gal who had her degree in English as a resource consultant, and she worked with them and did a beautiful packaging job for them. (She learned a lot about a car too in the process.)

I think this is the kind of thing you can use, people of diverse backgrounds, and I had two of the staffs, Eastfield and El Centro, two of the colleges in the District, working with me on today's presentation, and that's why the transparencies are of different colors. One got hung up on black, and the other one started playing around with colors.

I think the first thing we have to talk about in terms of involvement is cooperation. You're not going to get a project accomplished in any way shape or form unless you force cooperation. (People don't come together because they love to come together.) And cooperation must occur within that community,

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and it's got to reflect itself in the project. It involves communication among all segments of the population. It also requires, and probably more so than anything else, committment: committment to seeing that a job gets done. Without that, no project is going to fly. Maybe I should call this the three C's program. I just realized that. Because a project confronts an individual with choice and the choice has to be made whether or not this project is going to get anything done. If a project is designed for a faculty member to go on an ego trip, then I think we've lost sight of what program planning is all about. If it is designed to bring prestige to an insititution, then we have forgotten what program planning is all about. But if it's designed to meet the needs of people, and that's what we're dealing with, then we've got a good thing going. When it involves communication, cooperation, and commitment from all parties involved, and this has got to be reflected in the program, we have sold more programs internally to our own people, to the administration, for our developmental funds by showing active involvement on the part of the community than we've done anywhere else. You know, many times you go through the program planning approach and find out, "Well, My Gosh, you know, we can fund it ourselves just by taking money that is spent on traditional things and recycling it." I get a kick out of some faculty members who say, "I want some money so that I can do this." You can go back and say, "Why are you spending money to continue the traditional, and you want money to try the innovative? Why don't you just take your traditional funds and go with it?" It's almost as if we have to try to maintain that which we feel comfortable with while we're trying to experiment, and we've got the two things going.

I think this is where we make a mistake. We've spent a lot of time developing programs with faculty members and find out in the long run that just the process is very important. Don Wallace showed his slide presentation, and I think that one of the most important things that came through to me -

It wasn't the fact that reading scores increased, the scores were irrevelant - the most important thing was that the process took place, the faculty got together and went through the nitty-gritty of developing a program. I think this is the kind of thing where the process becomes much more important than the product. This is what I was talking about when I said failure is as important as success, because that line could have gone the other way. But the idea that they got together and did it was extremely important.

Let me briefly touch now upon some areas in which I feel we haven't done our job and which we should be doing. First are the curriculum components and staff performance. These are two areas in which we have very few projects going on. In terms of the curriculum components, I keep hearing so much about packaging that if a faculty member comes into my office on Monday and says the word "packaging" I think I'll just lunge across the desk! You know there must be another approach for human beings than taking the faculty member away from the student and saying, "You now have a tape recorder that's mama and papa to you." Somehow there must be another way. I get really uptight with totally automated, completed packages. I talked to Mayrelee Newman from Appalachia at lunch yesterday, and we were talking about the behavioral objectives approach. Write your objectives and if the objectives are not met, you change the objectives. This is basically what it comes down to. And having cut my teeth on PPBS and objectives and what-not, I am turned off by the fact that behavioral objectives is only one part of approaching a situation. Very rarely does the faculty member say, "What did I do so that individual didn't achieve the objectives?" You see, mediated instruction gets the faculty member off the hook, and that's what bothers me. Because you have an out in mediated instruction. You've got your objectives, your set-up, and now some schools are allowing the students to develop the objectives; and I think it's nice that they recognize that students can think, you know, for the first time in their lives. They develop the objectives, but the question then arises, "What components of that curriculum can best be served by the faculty member, and which can best be served by mediating it?" And we've got so little that has been done. You know, everybody's gone audio-tutorial. We just did away with our audio-tutorial nursing program, for example, and are playing around with modules for our two hundred seventy-four nursing students at El Centro. And we played around with audio-tutorial, we developed cassettes, you know, the whole thing; I mean we went all out. We recently took out the lab, and we didn't throw it away: it is used as a supplement to the math department; they may want to play around with it.

So I think that in this little story is something to be learned: audio-tutorial is not the only approach to learning. This is something we had lost sight of, and finally just said, "We've got labs - let them be multi-purpose labs." If they want to put physical sciences on tapes, they can use the biology lab rather than setting up their own. I think we have sold audio-tutorial.

I think for smaller institutions a small audio-tutorial setup is a good one, good to have. I think that you need them, but there are other ways and other approaches to learning that we haven't begun to touch yet. It is a simple approach: what we did was to take our semester long courses and divide them into modules; and with two hundred and seventy-four students going through the program, what they now do is cycle so that they're out in clinical practice in clinical areas constantly, and our faculty members are now out in the clinical areas so they're "one on one." And they come into the classroom in their six, or eight-week segments depending on whether they're in maternal health or OB of pediatrics or med-surg. And with this we've been able to develop our med-vet project. We have fifty-one military corpsmen enrolled (this is the second year of the program - third year of a program we developed with

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a war zone nurse and a Division of Nursing faculty member about three years ago) to bring in military corpsmen and put them through a very concentrated program to see if we can knock off six months of the regular nursing program, and we did it. We graduated our first class of twelve in December, and then we felt comfortable enough to enroll fifty-one more people. And we rarely used the labs. That's what taught us.

Another area we haven't even looked at yet is counseling. I have heard a lot about conseling since I've been here. I've heard a great deal about peer-counseling, tutoring, professional counseling versus non-professional counseling, and I am locked in battle constantly with student personnel people. I'm still trying to figure out what they do. They're doing many good things but I'm not too sure I know what these things are. Apparently there's a man named O'Bannion who's thrown a kink in the whole thing, and everybody's talking about such nasty things as behavior modification, and somehow I feel like I'm with my Skinner box and back in the fifties when I was taking Psychology, talking about rats and students wandering through a maze called learning. Counseling is an area that hasn't really been probed yet. We just finished a thirty-month project using peer counselors, and all systems were go - go - go - go. They still are. We've got the peer counseling program well in hand after thirty months of experimenting with it. It's a part of our program now, and it's good, it's worked beautifully. We've done something with non-credentialed counselors. One of the most beautiful counselors you'd ever want to meet is a forty-one year old woman on our mobile unit - Billie Washington - who has a high school diploma and just loves working with kids. Just a beautiful person. We're going more and more towards the student counselor or the counselor aide. Most of these have been tested already and worked out pretty well. But this is an area you might want to explore; take a look at the process of instruction as opposed to the instruction itself and you know what happens in the relationship between man and machine, between man and his instructor. That's a whole area that we need some exploration in. Gosh! That area - I just flipped over.

You know administration: I guess Bill Moore and Marie Martin can probably hold forth on administration better than I can. I'm still trying to figure out what it is. I used to believe that the whole purpose of administration was to put yourself out of a job, but I'm not too sure anymore. This is a problem now, you know: how do you administer programs? Other problem areas are student relationships (and for Jessie Gist's gratification, you notice where I put community service - right at the top.) We were looking at Don's flow chart the other day, and I was sitting next to Jessie, and I guess Jessie and I noticed the same thing at the same time because we said, "Why is that when we take a look at a chart or something dealing with community colleges, continuing education and the community are really right at the bottom?" You know, when that's the whole bag - that's what we're in. It's always the academic transfer student at the top. They give some respectability to the occupational technical people in the center; and right at the bottom, sometimes hidden from view, is community services. So I put it at the top. And I think that's very important.

To return to student relationships, you've read a great deal about student-faculty relationships, board policy and so forth. In the community college, it's the whole bag because most of us do not have residential students. And for those of you who are involved with student activities let me tell you now: student activities at a commuter institution are not student activities at a four-year, nice, residential institution. And let's begin doing something in that area. That's about all I have to say. I'd like to field some questions but I see it's coffee time.